CUPA JOURNAL
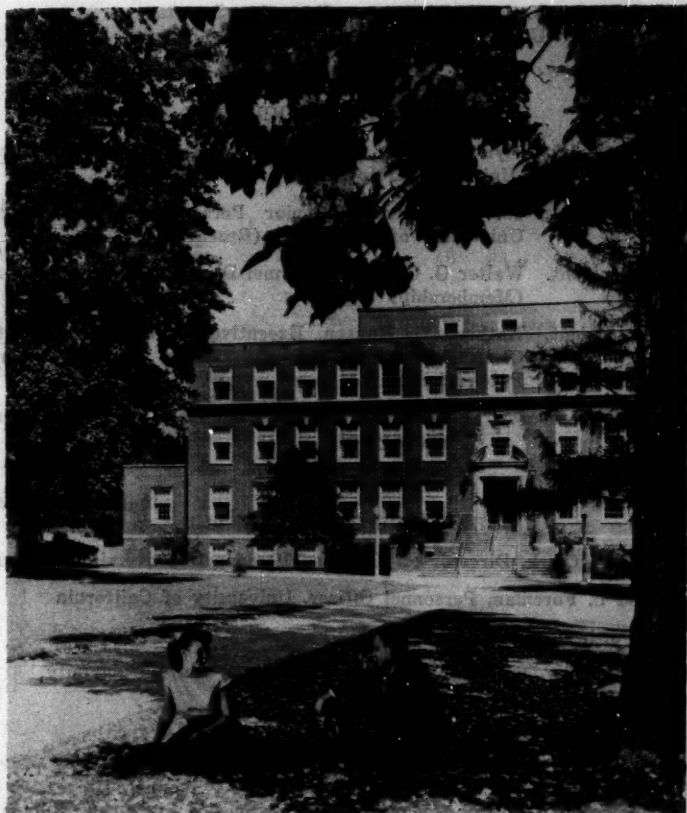
Summer on the Campus
Illinois State Normal University

A PUBLICATION OF THE COLLEGE AND UNIVERSITY PERSONNEL ASSOCIATION

CONTENTS

American Association of
Industrial Editors

FROM THE EDITOR'S CORNER . . .

PRESIDENT MARKS writes: "August 5 through 8 may seem far off in the future at the moment, but if you will count off the weeks, or days, or even hours between now and then you will be amazed at how few there are. It probably is a little too early to start packing your suitcase, but may I suggest that it is in order to complete your plans now to attend CUPA's Tenth Annual Conference — at Cornell University in Ithaca, New York, August 5 through 8, with 'Deed' Willers and his co-workers as your hosts.

"This will be an anniversary meeting for CUPA. In April 1946, the idea for such an association was conceived when a group of personnel men and women from a number of Midwestern institutions met at the invitation of Don Dickason to discuss mutual personnel problems. The Association was formally organized one year later at our first annual conference in Chicago. In ten years, through the efforts and leadership of many people, CUPA has attained full stature as a worthwhile professional organization and has made a number of notable contributions in the area of personnel administration in colleges and universities. We will certainly all want to get together this year to celebrate as a result of these achievements.

"We will also want to be there to launch our second decade of activities. With our amended By-Laws and our new dues structure, which have been approved by an overwhelming vote of the membership, CUPA will be in an even stronger position to continue its contributions in the field of personnel administration.

"I am sure the program for the conference will be in your hands in the very near future. On the basis of what Mr. Willers has told us about it, I can assure you it is a conference you will not want to miss. So it is, *See you in Ithaca on August 5!*"

NEW USES OF PSYCHOLOGY IN PERSONNEL ADMINISTRATION

Fillmore H. Sanford

Executive Secretary, American Psychological Association
Washington, D. C.

At the outset, I would like to articulate a paragraph or two on what I think is the proper relation between the psychologist and the personnel administrator. I would like to describe this relation in terms sufficiently general to cover a variety of situations, including what seems to me the fairly improbable present situation that finds me, a psychologist — or an ex-psychologist turned paper-shuffler — making public declarative sentences in the presence of a distinguished group of men and women, representing a total of perhaps 3,000 years of cumulative successful experience in the management of human affairs. I have the hope, you see, that I can make some objective sense about a relationship, and at the same time give myself some therapy designed to alleviate my present diffidence.

Let me state what I think is a proper view of the administrator and his function. To me it makes sense to think of an administrator as an enormously intricate integrating mechanism. He is a mechanism into which is fed a wide variety of data — data from his own present perceptions, from his past experience, from books, from his staff, from his own personal motivational system. His function is to integrate all these data — to assess, weigh, rearrange and sift, and come up with a sensible course of action in the face of the problem at hand.

Or, to state essentially the same thing in a different way, I think it proper to regard the administrator as doing just about the same thing as a scientist does. The administrator, like the scientist, has general theories and working hypotheses. Sometimes the administrator's theories are demonstrably good, sometimes counter to established fact. They come from a variety of sources — from his own experience, from grandpa, from a book once read, from the pressing demands of his own inner dynamics. Sometimes neither his general theories nor his specific hypotheses are articulate — nor amenable to articulation. But they are there and they serve as the bases for ongoing experience and ongoing experiments. He tests his hypotheses — or hunches or intuitions — against reality. He acts on them and then he observes the results. He makes predictions and then sees if they are any good. This is just about what the scientist does. The scientist sometimes operates with clearer definitions, more system, and more precision than does the administrator, but the basic process is essentially the same.

Now then, if we describe the administrator as an integrating and decision-making mechanism, the psychologist — or any other specialized observer — becomes one of many sources of data. He supplies facts and points of view

which the administrator must take into consideration in reaching a decision. Or, if we say that the administrator is a practical operating scientist, the psychologist is again a source of factual data of relevance for testing hypotheses — or, sometimes more important, a source of alternative hypotheses. It seems to me generally true that the quality of administrative decisions will vary, not only with the adequacy of relevant facts, but also with the variety and quality of alternative hypotheses available to the administrator as he faces a new and intricate problem — as he does every day. If he is stuck with yesterday's notion about the one best way, or if he has ossified his experience into one over-simplified and all-encompassing theory, he will be likely to force new situations into outmoded conceptual crocks, and will be unable to continue the creative experimentation that is the basis of learning — and of living. You might perceive it that I am arguing here for administration by enlightened confusion. Perhaps I am. I seem to say that the more intelligently confused the administrator, the more likely he is to find a creative solution to a given problem. I do, indeed, think that enlightened confusion is vastly superior to ignorant and rigid certainty, even if the latter does sometimes lead to quick decisions redolent of great, if unfounded, confidence.

To the administrator, then — or to the parent, the teacher, the individual client, counselee, or to anyone else whom he can help and whose values he shares — the psychologist is a technical resource. He is a source of facts and is a mechanism for the discovery of new facts. And he is a potential supplier of alternative hypotheses to anyone who has the courageous inclination to seek the benefits of enlightened confusion. The psychologist does not supply decisions. He does not, if he sticks to his proper last, solve administrative problems. He has few ready-made answers. The best he should aspire to, in relations with administrators, parents, generals, government officials, with individual clients, or with the whole of society, is the role of technical resource. His job is to supply significant facts and viewpoints to those who must bear the intricate responsibilities of decision-making.

I've taken more time with this general point than perhaps you think justified. I am probably somewhat preoccupied with the problem of the psychologist's role in society, and with his relations with those who may profit by his special competences. And I have a concern, especially in the light of current anti-intellectualism, that scientists, in general, find and play a healthy role in a democratic society. I am down with the general notion that science and society will both prosper best if scientists serve as technical resources to society — continually feeding into the decision-making processes of the world the best available facts and the best available hypotheses, and watching carefully lest they assume more control over society than society can rightfully tolerate — or will. Science — psychology — must be a servant to man if man is to grow and if science is to be free.

Now, let's get more directly about the business of the evening. I still have a suspicion that you know more about personnel psychology than I do, but it may be

possible that I have a perception or two that will be new to you; and it is possible that I can bring to you one or two bits of information that you will find useful as you confront responsibly your diurnal assignments.

My present chore is to talk about new psychological things having relevance for personnel administration; but to leave out a mention of selection tests — the oldest contribution of psychology to personnel administration — would be like walking in the clubhouse door without giving the password. I will by all means mention intelligence tests and aptitude tests — but briefly. Objective tests for selecting and guiding people in vocational situations remain an enormously valuable invention. But in the past few years there have been no earthshaking or expectancy-shattering developments in the testing field. Tests remain widely used, and every year a spate of new tests are developed to predict with some success performance in new and different lines of work. But it is a fact that tests cannot predict success in college, for example, any better than they did twenty years ago. And it remains a fact that the validity coefficients of tests in any area fall far short of perfection. Perhaps the best illustration of the limited utility of tests is given by a recent study that selected the best predictor in a wide variety of occupations over the past twenty years and found the mean validity coefficient to be .42 for predicting success in training. There is great potential utility in validities of this magnitude. But the fact that .42 is far from perfection and that .42 stubbornly refuses to rise to .85 or .90

means that tests, as presently conceived, cannot solve all selection problems. Someting new must be added.

Of course tests are still supplemented by interviewing, as they always have been. And psychologists have done work to improve the quality of the interviewing procedure. Any personnel administrator who has not done so can profit by reading any one of a halfdozen good references on the interview. Recently, objective tests of intelligence and aptitude have been supplemented in other ways — by personality tests and by clinical procedures. This is a new —and at the moment a relatively hazardous — use of psychology in personnel administration. And I wish to speak about it.

Before going on to this development, however, let us pause again to bow toward training. Psychologists do have, and have had, some expertness in the whole field of training. Any good personnel psychologist can give you immediately helpful hints about a training problem, and he can do a fair job of finding out for you how effective is any given training procedure. But again there is a failure to achieve anything approximating perfect prediction. An expert in training can design programs that will compete quite successfully with programs slapped together on the basis of street corner preconceptions about ways to make learning happen, but psychological science has yet not progressed to a complete understanding of the learning process nor to the ultimate procedures for measuring successful performance. Here comes the familiar problem of the criterion. You can never know how good are either your selection

devices or your training programs until you can measure performance — and measure it in terms that have practical meaning in a work-a-day world. We cannot yet measure performance with desirable precision. And this inability increases as the functions for which we wish to select and train become more intricate. We cannot, for example, do a very good job at all of either selecting or training supervisors or administrators or leaders. We will do much better when we understand these performances sufficiently well to measure them precisely. And we will do much better, for we are daily gaining keener psychological insights into these intricate human performances, and we can expect the invention of measuring devices not yet conceived of.

I will finish off this bow to training by saying that there are new uses of psychology here, but that the truly exciting new uses are yet to be discovered. They very probably will be discovered if research continues.

Now let's turn to the use of personality tests and clinical procedures in personnel administration. In this area there have been recent developments sufficiently dramatic and sufficiently controversial to warrant the critical attention even of Fortune magazine. Many of you no doubt have read the article in the September 1954 issue of that journal by William H. Whyte, Jr. Mr. Whyte entitles his piece, "The Fallacies of 'Personality' Testing," and proceeds with vigor and literacy to make an attack on personality tests and personality testers. I would like, if you don't mind, to use Mr. Whyte's efforts as the basis of some remarks about this business.

Let's begin precisely where Mr. Whyte began — with his introductory paragraphs.

Business is being tantalized by a fascinating possibility. After a long experimentation period with school children, college students, and inmates of institutions, applied psychologists are becoming more and more confident that with 'personality' tests they can come close to answering the hitherto elusive question of who will succeed and who won't. As a matter of routine, of course, most managements have been screening job aplicants with tests of aptitude and intelligence, but while these have been useful in eliminating the obviously unfit, they have not been able to predict performance, for they tell nothing of a man's motivation and all those intangibles that can make the difference between success and mediocrity. Now, however, psychologists have tests by which they attempt to measure a man for almost any personality trait, and plot with precision his standing compared to the rest of the population.

At first there were only rough measures — such as how introverted and neurotic a man is — but there are now in regular business use tests that tell a man's superiors his degree of radicalism versus conservatism, his practical judgment, social judgment, degree of perseverence, stability, contentment, hostility to society, and latent homosexuality. Some psychologists are tinkering with a test of sense of humor. To probe even deeper, testers are also applying the 'projective' techniques like the Rorschach Ink Blot Test, which lead the subject into x-raying himself for latent feelings and psychoses.

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America's secondary-school educators were the first to seize upon these tests, but business is catching up very quickly indeed. Two years ago only about a third of U. S. corporations used personality testing; since then the proportion has been climbing — of the sixty-three corporations checked by Fortune, 60 per cent are using personality tests, and these include such bellwether firms as Sears, General Electric, and Westinghouse. While there are still some executives vigorously opposed to personality testing, all the signs point to a further increase.

You get here a picture of some things that are happening in the selection area, and you get a flavor of Mr. Whyte's attitudes about the whole business. He says in essence that tests of aptitude and of intelligence are (a) not sufficiently predictive but are good, sensible, honest, and maybe even scientific devices, and (b) tests of other attributes of the human being are being used to improve predictions, but these tests are fuzzy, invalid, dishonest, and dangerous — and are selling like hot cakes.

It is clearly true that psychologists, in their efforts to create a scientific understanding of human behavior, have turned from a concentration on intelligence and aptitude to a focus on what at the moment appear to be more ineffable, and at the same time, more nutritious variables. And it is true that devices for measuring these less familiar variables are being used in attempts to select people for jobs. Mr. Whyte worries about this. He ought to. He worries quite intelligently, for the most part, but one suspects that if he had been looking around in 1915 for something to be the object of a

belletristic debunking, he would have focussed just about the same worries on the uses of the then new fangled intelligence tests.

Let's take some of Mr. Whyte's worries and examine them one by one. They are worries of relatively high quality. I think any personnel administrator — or any business executive who wants to derive maximum benefit and minimum harm from this new development — ought to come down with these worries. But I don't think anybody ought to be immobilized by them.

1. Mr. Whyte is concerned, as we have seen, about scientific fooling around with personal attributes other than intelligence and aptitude. I think this worrying is no more than the worrying to be expected when one finds himself in any strange land. Everybody is familiar with intelligence and with intelligence tests. The whole notion of intelligence as a personal attribute seemed to fit compatibly into western culture. The notion was accepted and intelligence tests are "believed in." I personally cannot see why conservatism or sociability or hostility are inherently more intricate than intelligence, more abstract or more difficult to measure. These things may be a little more threatening to some people, not only because they are new ideas, but because they may be a little closer to the "core" of the person. But I really cannot see that a person would find it more inherently difficult to accept facts about his hostility than about his intelligence. Is it better to be stupid than hostile?

Non-intellective attributes of personality do have something to do with performance. These factors can be defined and meas-

ured. Their definition and measurement will increase our ability to predict future human performance — which most people accept as a desirable achievement.

2. Mr. Whyte expresses a worry about the validity of personality tests. This is a fine worry. We all ought to share it. But it is a worry that need not be freefloating and self-nurturing; it can be alleviated by factual evidence. And any psychologist who uses a test, or any administrator who authorizes one in blind disregard for its validity, is either unethical or unintelligent or both.

Tests known to be of dubious validity are, as a matter of fact, sometimes used in the attempt to predict performance. And there are legitimate ways in which this can be done. Let's say, for example, that you are faced with the problem of selecting six out of twelve applicants for jobs as junior executives. You could do this by interviewing the men and following your personal intuition. Or you might secure the judgment of members of your staff. You might even devise a rating procedure that brings to intuition some of the appearance of system. Or you might call in a psychologist who, through the use of some of the clinical tools of his trade, could report to you his intuitions about the twelve men. If you use data — or intuitive judgments — from several sources you are performing the integrative function of the administrator. The data from the psychologist might be quite valuable to you. But you are making the selection. You are flying relatively blind when you do, but you have checked with all available navigational aids and have charted your flight. You will never know,

of course, whether the six you select are better than the six you reject, but that's the sort of uncertainty with which decision-makers become accustomed to living — perhaps unfortunately so.

If the psychologist claims he can, through standard clinical tests, select infallibly for your job, he's crazy. And if you turn over to him the whole job of selection, you are abrogating your administrative responsibility and treating the psychologist as a decision-maker rather than as a technical resource to you.

It is certainly conceivable that if you are hiring people for a clearly delineable function, there will be personality tests of known validity that can be of use in the selection. You can have for your administrative use good data on the characteristics of your candidates as they compare with the characteristics, for example, of a known population of successful insurance salesmen. These can be impeccable data, and they can be useful to you. But they will not do your selecting for you — unless you choose to bet that tests of a certain known validity can probably do a better job than any other procedure you have at your disposal.

There are so-called psychologists around who, for motives well known in our society, will peddle quickie personality tests of unknown validity, and will represent them as able to select anybody for anything. These people are of as much concern to psychologists as they are to **Fortune** magazine. They illustrate the urgent desirability of social and legislative controls over the professional practice of psychology. As things now stand, anybody anywhere can call himself a psychologist and walk in-

to an industrial concern to sell testing programs — with some success — on the basis of slick talk, a charming personality, and a few phony statistics.

The problem of validity of personality tests remains a difficult problem. So does the problem of the validity of the interview. But the existence of the problem does not mean we cease using either the interview or personality tests. We use them with intelligent and adaptive skepticism. We don't throw away all matches because the unwary can be burned or because the unscrupulous misrepresent them. We use tools and technical resources for exactly what they are worth — no more and no less.

3. A third concern Mr. Whyte articulates deals with mail-order personality testing. This is a concern shared by Mr. Whyte and the APA Committee on Scientific and Professional Ethics and Conduct. Except neither Mr. Whyte nor our Committee can do much other than express a concern and ask that all be wary, for most of the mail-order testers are not connected with psychology's professional organization. It may be possible to secure good personnel data by absentee scoring and interpretation. But there are so many possible slips in such a process that reputable psychologists are very, very skeptical about it.

4. The **Fortune** article says that personality tests snoop; they invade privacy. This is a very worrisome worry and raises the ethical problem of what uses are to be made of intimate data about a human individual. We can say that the ethical principles here are no different than those involved in the handling of intelligence test

data. And we can say that nothing invades privacy more than a credit investigation or an FBI clearance procedure. But saying these things does not remove the problem. Psychologists and personnel people must share a continuing concern for the ethics here, and must seek to solve the problems arising when there may be a conflict between responsibility to the business or institution and responsibility to the individual.

I certainly do not know any answers to such problems. But let me observe that scientific knowledge about human beings is the most powerful of all knowledge. Behavioral scientists, as they become more competent at their trade, can become enormously threatening to society, for knowledge is power and knowledge of people is uniquely powerful. It is my own contention, expressed somewhat differently earlier, that behavioral scientists must exercise great care that their role is that of resource to society — a resource that does not hoard knowledge and use it to enhance power but gives of it freely to those who can profit by it in advancing the human enterprise.

5. Mr. Whyte implies that psychological tests are used entirely to exclude people from jobs. I think his attitudes, logic, and facts here are wrong. Selection is always double-edged. It includes and excludes. If selection programs work well, if good predictions are made, the selectee and the rejectee both derive profit. That is they do if we assume that the prevention of ultimate failure is a good thing for the fellow who is selected out. There is great sadness and great human waste in the picture of a youngster who is set

on becoming a doctor but who finds out, after three years of effort and many years of aspiration, that he simply is not cut out for medicine.

6. The **Fortune** article alleges that the use of personality tests means that only conformists are selected, and that the unique, creative, neurotic, non-conformist is eliminated. This may be true. All selection procedures probably tend to mitigate against the wild man. The non-conformist has a tough time anywhere. He can't work for the government, he never becomes department chairman or dean, he is likely to encounter grave barriers if he goes to medical school or into personnel administration, and he doesn't even find a very hearty welcome in church. Our whole society sometimes seems to be lined up against the rare, unique, and non-conformist bird. But somehow I'd trust good sensitive testing procedures to give him more of a break than will an executive or a panel of executives who can be counted on to do a pretty good job of reflecting the conformity pressures current at any given time in our culture.

All right. So much for Mr. Whyte. In summary, I'd say his article was a moderately good depiction of personality testing, and it constitutes a good caveat to the unwary users of personality tests. Business people must not be gulled by test or testers. But I think Mr. Whyte is inclined to probe around in some slums and to think the whole city is like its grimier streets. And I think his attitudes are a little on the jaundice side. But I personally am glad he wrote the article. I've heard it said recently that the average woman regards the average man as below average. In simi-

lar but not quite equivalent terms, I'd be inclined to say that Mr. Whyte's article is one of the few that comes up to the average for articles by laymen about psychological matters.

The increasing use of personality tests in selection — particularly in selection at higher occupational levels — is clearly a new development. But another development qualifying as relatively new and holding out as much or more promise is recent work in social psychology — particularly in the social psychology of small group performance.

The attitude or morale survey in industry, a device still dear to the hearts both of social psychologists and of some people in management, is a procedure of established utility. A well-conducted study of morale can supply very valuable data for administrative decision-making. Surveys will probably go right on being made — and profitably so. But I have a feeling that attitude studies, conducted along the well-established lines, are not going to give us too much new light on what we really want to know — how to arrange things so that a worker can be simultaneously satisfied and productive.

I'd be willing to bet that in the next few years we see a development of a new form of morale survey — a survey that gets closer to the latent motivations of relevance for job satisfaction, turnover, and productivity. You may have recently encountered something called motivation research — research into the hidden or unconscious factors in buying behavior. This development takes devices developed in clinical psychology and applies them to the job of getting at those attitudes or predisposi-

tions of the buyer which he cannot or will not reveal in response to direct questing. Various adaptations of the clinically-oriented projective devices are bing used for this purpose — sentence completion items, projective line drawings, etc. These are all devices to elicit responses which an individual would ordinarily not reveal to an inter-direct questioning. Various adapta-viewer or even to himself, but which constitute important segments of his personality and which have a good deal to do with his overt behavior, including his behavior in the presence of an advertisement or of a tube of toothpaste. Besides raising a complicated question about the ethics of tying the individual's unconscious to the commercial interests of a manufacturer of deodorants or girdles, this development will have interesting influence on studies of industrial morale. We could begin now securing data, not only on the worker's manifest happinesses and unhappinesses, but on those motivational factors he brings to work with him, but with which he is not on speaking terms. Perhaps research of this kind is already going on. I'm not as highly educated in this field as I might be if I had fewer papers to shuffle. If any research is in progress, we will soon have more complete data about individual motivational factors involved in that still mysterious phenomenon of a man turning up in a factory day after day, doing what appears to be inherently disagreeable work, participating in intricate and often frustrating human relations, and maintaining, withal, a constantly high level of general satisfaction.

A second social-psychological development, promising very interesting and maybe even useful results, is a recent focus on the structure and functioning of small groups. The psychologist's concern with groups really began just a few years ago with the work of Kurt Lewin and his enthusiastic students. Lewin began to think of groups — as he thought of personalities — in terms of organized fields or entities, with boundaries, pressures, valences, vectors — and predictable behaviors. The basic notion here is that a group is an entity that behaves according to its own laws — laws which science can articulate and use in making predictions. This general kind of approach to groups has been recently forwarded by what is called the systems-research point of view. The group can be viewed as an organized system, equivalent in structure and function to a cell or an organ or a human body or a human personality. The system has input, sub-systems, homeostatic processes, and output. It has stresses and compensations for stress. It has communication networks, encoders, transmission paths, noises. The system works — with a measurable effectiveness. We can find out the factors that increase and decrease its effectiveness if we study it, not as a collection of individual personalities, but as a system. This conceptual approach to the study of groups appears both interesting and promising. Certainly it is easy to believe that good science can be made in this area and it is equally easy to believe, considering the enormous proportion of human endeavor occurring in group settings, that any new scientific understanding will have immediately practical consequences. This sort of approach and the research

that will grow out of it is something to watch in the future.

At the moment, however, psychologists and others still find it more congenial to think and talk about the individual personality in the group and about what factors keep him productively there. And a good deal of information is being turned up to revise both thinking and action in personnel administration. A useful, if very simple, way to conceptualize things here, it seems to me, is in terms of the psychological income of the individual in the group. We can say he is there as a needy individual. He needs all sort of things. His willingness to stay in the group and perform his function there is dependent upon the success of the group in meeting his needs. If the group affords a lot of psychological income, he will stay there. If it is psychologically expensive, he will want out.

We can pursue this broad topic of motivation and morale by examining a notion which can be called the "psychological balance sheet." This, it seems to me, is one meaningful way to regard human reactions to the work situation by thinking simultaneously about psychological income on the one hand, and psychological expense on the other. All of the factors we now subsume under the label "morale" can probably be handled in this way. We can think of income as the sum total of the rewards, pleasures, gratifications, and achievements a person derives from his work. These are his profits, his take-home pay as it were, which are continually compared with costs or expenses represented by energy output, discomfitures or simply the hours necessarily spent away from his home and family —

or whatever else he's away from when he is at work. We might as well face up to the fact that men and women work at some personal cost. This cost must be offset by income in the form of rewards and gratifications, or they won't work. Viewed in this way it is evident that high morale results when income exceeds cost; and when the reverse is true, low morale is inevitable.

At the risk of drawing this analogy a bit thin, we might conceive of the worker as striking up a trial balance at periodic intervals. Generally speaking, employees aren't very good accountants in this respect for they have no regularity in keeping their accounts. They tend to "look at the books" only when some excessive income or cost occurs. Thus, when some traumatic incident occurs at considerable cost to the employee, he often will review his accounts, decide his current job is costing him too much, and proceed to resign. To be sure, this is largely an emotional, irrational response but we would not make very good sense if we assumed that all human actions were rational and based on sheer logic.

If this way of viewing human perceptions and responses seems to make sense, what are some of the incomes and expenses we should look for? The following is a brief list of some of the more important dimensions which have a bearing dimensions which have a bearing an employee derives from his work.

1. The relation between aspirations and achievements
2. Deep personal needs and their gratification
3. Pride in work versus "putting in time"
4. Identification with company

goals versus "just a paycheck"
5. Cooperative teamwork versus uncoordinated individual effort
6. Enthusiasm versus ennui
7. Personal growth versus stagnation
8. Basic satisfaction with, versus frustration by, leader

There are potential sources of income and expense in each of these illustrations, but the true test of their validity lies in their application to a practical situation. It is conceivable that one might devise a complete check list of such items for use in assessing the level of morale in any group of employees, but for our present purpose they serve only as examples of the types of variables involved in the psychological balance sheet.

These above items are some abstract dimensions for use in thinking about — and doing research upon — the motivations of the man at work. Now let me briefly set down some more concrete declarative sentences about the motivation and productivity of workers. These sentences, I need to say, will constitute only a sample of the sentences that might be written on the basis of psychological research. And I think I'd better set them down in the form of bets, for they still must be treated as hypotheses, of differing degrees of tenability, about what will happen if . . . .[1]

1. It is a good bet that both job satisfaction and productivity will be greater in groups affording the members a high degree of self-determination. (This is a quick summary of a lot of research on democratic process and member participation in groups.)

2. It is a good bet that job satisfaction and productivity will be higher in groups affording their members a feeling of individual worth.

3. It is a good bet that job satisfaction and productivity will be higher in these groups having a leader who is more employee-centered and less company-centered.

4. It is a good bet that job satisfaction and productivity will be higher in those groups where the formal leadership is well accepted.

5. It is a good bet that job satisfaction and productivity will vary with the degree to which the members personally like one another.

6. It is a fair bet that satisfaction and productivity will vary in most groups with the ability of the leader to supply approval from above.

7. It is a fair bet that satisfaction and productivity in groups with potent goals (emergency goals) will vary more with the technical competence of the leader than with his personal warmth.

8. It is a fair bet that in groups without a clearly defined or highly potent goal, a government office, e.g. satisfaction and productivity will vary more with the personal warmth than with the technical skills of the leader.

9. It is a good bet that satisfaction and productivity will vary with the clarity with which leaders and followers understand their respective roles.

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1. Each of these "bets" rests on one or more pieces of psychological research. Perhaps the best bibliography for recent work in this whole area is to be found in the Annual Review of Psychology, published each year by Annual Review, Inc., Stanford, California. Each year the Annual Review carries a section summarizing work in industrial psychology and another dealing with work in social psychology. The personnel manager will find much of interest in the content of this review.

10. It is a fair bet that satisfaction and productivity will vary with the group's perceived proximity to the core of control and policy determination.

11. It is a good bet that satisfaction and productivity will be enhanced by a sincere, honest system of feedback relative to the level of performance. (Such a system answers the man's question of, "How am I doing?")

12. It is a good bet that leadership effectiveness at any particular level is influenced to a marked extent by existing philosophy and practice at all levels of management.

13. It is a good bet that informal work groups will set their own standards of performance and exert pressure upon group members to conform to such standards. High morale and productivity can result from creation of a setting in which group goals are compatible with the goals of management.

14. It is a good bet that freedom of vertical communication in an organization is both symptomatic of, and instrumental to, a condition of optimal morale.

15. It is a good bet that leadership effectiveness is related positively to the accuracy of perception of formal and informal organization.

These statements illustrate the sort of hypotheses the psychologist can give the personnel administrator or anybody else concerned with the arrangement of human affairs. I repeat the warning that they are only hpyotheses. The person who exercises responsibility for acting on any of these hypotheses should not make the mistake of accepting these as statements of exceptionless validity. Each does rest on fact. But each rests on specific facts gathered in a more or less specific situation. It should always be an adventure in creative experimentation to see if they apply, and to what extent, in a new situation.

Again, then, the psychologist is the supplier of facts and hypotheses. And again the decision-maker must be the integrator — the one to deal intelligently with enlightened information.

I will taper off very suddenly now with an expression of gratitude that most of you have had the graciousness to stay awake for these 35 minutes. And I would like to express the hope that somewhere along the jagged line I have followed, someone present has thought a thought that is new and potentially useful to him. If he has, something worthwhile has been accomplished, and I am proud to have been a party to it.

To my mind, there exists no walk of life more challenging than a professional involvement with the management of human affairs. Management is not for the dull, nor the timid, nor the inflexible, nor the immature. Research on management demands great knowledge, skill, and insight. Successful managerial action demands knowledge, skill, insight, and that wisdom that can come only to those sufficiently mature and sufficiently gifted to cultivate and to profit by a rich experience. My best present wish is that all labor well who labor in this field, to the end that our democratic society be functionally at its best, and to the end that every human being can more successfully pursue that greatest of all adventures — the creative management of himself.

STIMULATING EMPLOYEES TO
SELF-IMPROVEMENT

Robert B. Ross

If you think everybody wants to improve, you're wrong. Some do; some don't. Some will accept a better job with more responsibility; some won't. What's behind this attitude? What can you do about it? Is it profitable to try to do anything about it? That's up to you.

Why should an employee want to try to improve? It may seem quite obvious, to most executives, that improvement — any kind of improvement — is both desirable and rewarding. But, does the experience of the average employee lead to the same conclusion?

The answer to that question depends on a number of things. They include: Social and educational experiences at school, interpersonal relationships at work and play as a youth and an adult, and observation of "cause and effect" as it applied to the individual in previous and present jobs.

Who? Me? Improve?

Take the case of a skilled lathe operator who recently rejected a chance to attend a tuition-paid course at night school, leading to qualification for a promotion as an assistant foreman. His foreman, and even his wife, quickly passed a judgment of, "He doesn't want to assume responsibility."

This was not entirely true. Investigation showed that this man had rarely experienced, at first hand, a tangible reward for extra effort or unusual accomplishment. His schooldays had been full of discouragement and struggle; his early jobs were with people who always seemed to be taking advantage of him; he had seen others study and work hard to get ahead, but receive nothing for their efforts. He thought he was being very practical—he had made up his mind not to "give" until he was sure of "getting."

Is this attitude average or exceptional? Unfortunately, in most plants and offices today, there are more people who feel this way than there are those filled with the kind of optimism that provides a built-in self-starter. Most people have some degree of ambition, but the problem is how to keep it alive if it still exists, and how to revive it if circumstances have conspired to discourage, rather than encourage, ambition.

What can be done to encourage self-improvement? Three very important fundamentals could bear some re-examination:

1. **Pay.** Any compensation system that does not provide some means of rewarding improvement is stifling the natural desire to do better.

2. **Promotion.** Any selection, upgrading, or development program that puts other factors ahead of merit (as shown by performance

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and preparation, both on and off the job) tends to blunt the drive that would otherwise lead to self-improvement.

3. Training Plans. Any program that prepares many for a few openings, or aims at goals so vague they become "mirages," stirs up resentments and opens questions.

Tied up with these basic principles is something that develops naturally if these three elements have been combined in a way to catch the spark of ambition and kindle it into a flame of action. In an atmosphere created by positive and constructive answers to these problems, one should, and probably would, find a number of supervisors, foremen, and executives who were stimulated to self-improvement and who took steps to win benefits of many kinds for themselves.

One of the most difficult temptations to resist in planning any kind of training, upgrading, or development program is the misleading approach. Of course, best and easiest results will follow

Is this attitude average?

if one can honestly advertise "the course" as leading to raise or promotion. If this is true, it deserves strong emphasis. If it is even slightly doubtful, however, the temptation to stretch the truth should be avoided.

Perhaps many of today's difficulties are the result of well-intentioned mistakes along these lines in the past. To repeat similar mistakes will only prolong the time and work that must be done to live them down. This applies equally to future employees, whose attitudes are now being molded while they work for other companies; and present employees, from whose ranks many companies must draw their next generation of supervisors and executives.

The power of example thus becomes one of the most vital parts of any program aimed at stimulating employees for self-improvement. Each employee who successfully studied (by himself or in formal courses) and worked for advancement, and then won a pay increase or promotion, becomes a living testimonial to remind every other employee that, "It can be done!" In other words, to make this principle work, a company must "live" it.

Going one step further, the effectiveness of all improvement programs increases in direct proportion to the number of supervisors and other leaders who have taken part in similar activities and show visible signs of having received tangible benefits through them.

Of course, pay and promotion are not the only incentives that stir employees to try for self-improvement. Many very successful programs have been based on less tangible, but equally important, foundations. There is one difference, however. Pay and promotion appeal to most people; the intangibles require careful study and individual application to each person.

For success in this area, it is often necessary to study the individual, find out what motivates him or her, and then appeal to these motives by showing, in each individual case, desirable goals that can be won by a degree of effort in a period of time that appears possible.

A few intangible incentives are: Job security.

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Personal satisfaction (or pride in accomplishment).

Approval of others (whom one respects).

Chance for promotion (not a **promise**).

Presitge (title, equipment, location, **kind of pay**).

Sense of participation (ask opinions, consult).

If supervisors have both the ability and time to get to know what particular area of motivation has the most appeal to each member of the work group, it would seem logical that, in time, every employee would be started on the road to self-improvement.

Of course, good supervisors are always doing this in some degree; but they are not aware of it, nor are they always conscious of their goals or the methods used to reach them. Relationships between junior and senior executives, on the other hand, more frequently provide the natural contacts, the time, and the special knowledge required to enable one man to analyze another.

From this analysis should come suggestions, tailored to the individual, that would make him want to undertake a personal program for self-improvement — provided the atmosphere is one that encourages any special effort that may be required.

One observer of a wide variety of programs and activities in the development of all levels of employees points out a special consideration that has been found most helpful. He notes an area where a practical compromise improves chances for success.

"Where personal attention is possible, and the employee has been analyzed to some extent," he says, "it is wise to compromise between what you feel the individ-

ual needs for the good of the company, and how the employee feels he or she would like to improve as a person. Unless the company is presenting a formal course aimed at a specific goal, an individual development program is best when it tries to achieve a combination of both personal and company goals."

Now, let us assume that an atmosphere of encouragement exists, that supervisors and executives are conscious of the need for self-improvement on the part of their subordinates, and that both are willing and able to "sell" them on the idea of taking some constructive action. What next?

What are the pitfalls?

The suggestions that follow are so simple they were rejected many times by the writer until the pressure of events and the weight of proof worked together to show their merit. Cold observation would deduce that most of these basic skills should exist before employment. Sometimes they do; more frequently they do not.

In one way, the existence of these problems is an indictment of our educational system — except for the fact that many employees were only briefly exposed to education. This is further complicated by the fact that even supposedly well-educated individuals (they were graduated) were exposed to the required courses, but did not have much opportunity to use or apply these basic skills in meaningful circumstances. We find, however, after employment, that they can "get by" on simple jobs;

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but for genuine accomplishment, or for promotability, they need improvement in one or more of the following basic skills: Reading, writing, speaking, or problem-solving.

Almost every type of production, clerical selling, or executive job is based on two or more of these four basic skills. Suppose an employee, recognizing a need to improve in one or more of these skills, asks how and where to find the required instruction. It is not always necessary or possible to set up special training courses on these subjects. But there are a number of sources of training that can be suggested to employees seriously interested in self-improvement:

Adult education programs.
College extension courses.
Business schools.
Correspondence courses.
Self-help books.
Local clubs and business groups (such as the Industrial Management Clubs, YMCA, management forums, Junior Chambers of Commerce, Toastmasters, leadership clubs, and so forth).
Trade and technical associations.
Cooperative industry sponsored courses.
Magazines (general and special).
Exchange of correspondence.

If we recognize the importance of example and participation in the learning process, it should follow that we recognize the desirability of setting up self-improvement programs that incorporate these two elements in every possible way. For instance, if an executive believes that improved speaking skills would be important assets to a number of his subordinates, it would be best if he actually took the course, or read the books on

the subject, **himself** before recommending them to others — unless, of course, he has already done so. Then he can describe what is ahead, give it his own personal endorsement, and follow their progress intelligently.

Better than that, he might be able to conduct the course himself. Whenever time, talent, and circumstances make it practical for a supervisor to lead the course for his own associates, results are usually superior to any other method of self-improvement.

Applying the Essence of Participation

A number of companies have recently experimented with what appears to be a logical extension of the principle that participation in setting goals wins greater cooperation in achieving them. They have given groups with similar problems an opportunity to discuss them and set up a program, agreed on by the members of the group, to reach the necessary results.

When applied to training and self-improvement, these mutual programs have met with unusual success. At the Minneapolis-Honeywell Corporation, for instance, it was noted that group members who participated in this manner set high standards of achievement and put forth greater effort than ever before to reach them. This particular program was aimed at the improvement of salesmen's skills. The subjects to be covered and methods of coverage were worked out by executives and product division sales supervisors, and then were carried to the regional manager level by the immediate superior of each regional manager. The regional manager or his staff assistant then acted as

coordinator and instructor of the course as it was developed with the salesmen.

Using the Multiplier Principle

The Multiplier Principle is often useful in achieving widespread results at a minimum cost in time away from the job, and expense. It is applied by sending one or two keymen (perferably selected because they demonstrate some proficiency as instructors, plus a personality that encourages the respect and confidence of others) to some special school or course for thorough training in a particular subject. When they return to the job, these men then act as "the faculty" for a group of students; or, if the program must reach a large group, they teach instructors, each of whom will, in turn, teach this particular subject to one or more groups.

This method is frequently used to make an entire organization aware of work simplification and its application to all phases of operations. This subject is an excellent one for developing problem-solving abilities, as well as improving writing and reading skills. One keyman is sent to attend an extended and thorough course on the subject. He keeps detailed notes and writes special reports after each session about how these ideas can be adapted to meet the needs of the group that will be called on to use them.

These notes and comments are developed into a course outline which the key instructor uses to present the material to a group of executives and supervisors in his own company. These men, in turn, present the basic principles to groups of employees under their supervision, and at the same time show how to apply the ideas to departmental work assignments.

Similar methods have been used with large groups in bringing courses on better letterwriting, improved techniques for writing reports, explanations of new methods and procedures, and many other subjects.

Improvement of speaking skills has been handled with success in a number of ways. The most obvious approach, that of the classroom, is easy to follow by sending the employee to a local night school or bringing a qualified instructor into the plant to handle groups. In locations where this is not possible or desirable, employees can be encouraged to form their own Toastmasters group; or some checking can be done to find established groups — perhaps in a neighborhood plant (noncompetitive, of course) or a nearby community. Lacking this, it is still possible to learn from phonograph records in one's own home, and to supplement this with either a correspondence course or a planned reading program of books and booklets.

The art of reading faster and understanding better can be developed by attending special classes or through a device the company can lend or give to the employee for home study. A number of good books and booklets on this subject are available as supplements to, or substitutes for, the device or the course.

The ability to write better letters, reports, suggestions, and so forth can be developed in much the same way as outlined for speaking skills. There is one exception here, however: A phonograph record course on writing is a comparative rarity. Instead of records, however, there are several sound-

slidefilms that cover this subject through visual and aural channels.

The ability to solve problems is somewhat sharpened by the mental exercise provided in work aimed at improvement of reading, writing, and speaking; but these merely establish a point from which to start. A number of excellent books on the subject are packed with projects that suggest themselves to the reader who seeks applications to his own needs.

The executive seeking to extend a colleague's ability in this area can do so by assigning special reports on subjects that require careful research and analysis. He can also guide the student into appearances on panels where work-related subjects are discussed, and have him work on committees concerned with critical analysis and corrective recommendations.

Office managers can find similiar opportunities for clerks who can benefit by such development, and foremen have often used this technique to improve the usefulness of all their production employees.

An aid to all of these methods for stimulating employees toward self-improvement is a selective supply of current magazine articles. Many times a magazine article covering a subject of immediate interest to a man can be the vital spark that kindles a warm and lasting effort which pays substantial dividends to both the man and the company.

It is often either impossible or uneconomical to supply everybody with every item that might be useful. But, in every case where there are one or more employees who need and seek development, it will prove valuable to have somebody assigned to the task of clipping and circulating helpful and timely articles that highlight the importance of these skills, how others use them, what contemporaries have achieved, what competitors are doing, and details about new courses or publications.

The need for giving serious attention to ways and means of stimulating employees for self-improvement will increase in the years ahead. As the shortage of skilled applicants for clerical and production jobs increases, the average employer will find himself forced to accept more and more substandard employees in the hiring process. Medium- and small- sized companies will feel this most, since the trend seems to be for the large corporation to get the pick of the most qualified employees. Knowing this, employers should begin now to consider factors that will aid them in selecting the most qualified employee available with **the best potential for self-improvement** once he or she is on the job.

Starting from there, if care is taken to create an atmosphere that encourages self-improvement, if steps are taken to tap the tangible and intangible forces that motivate an individual in this direction, and if aid is made available to take constructive action toward mutual goals — then more employees will be ready, anxious, and willing to make an investment of time and effort in the future they hope they will share with the company.

IS YOUR SUPERVISOR'S TRAINING SHOWING?

David T. Wiant

Personnel Officer, University of Illinois

Probably not, — for just like socks, if you don't wear them, the holes won't show, but sooner or later you have to use them; and the same will more than likely be true of training.

Without question, supervisory training in colleges and universities is in its infancy; however, indications are that it will be maturing rapidly in the next few years as increased enrollments require more trained supervisors to handle a nonacademic staff that has increased an average of 4.19% since 1952-53. Early last fall, as we planned to resume a supervisory training program, which had been dropped because of budget restrictions, we wondered what other institutions were doing, what subjects they covered, and what methods they were using. In an effort to obtain this information, we sent a short questionnaire to all members of CUPA with CUPA NEWS in January. Returns were received from 76 of the 189 member institutions, and it appears that we have a very good random sampling of the present trends in this area of personnel administration.

Just to give you an idea of why we decided your training wasn't showing, only 17.1% of those institutions reporting have a planned supervisory training program in operation at the present time, and 83.3% of these have been under way three years or less. Of those reporting no program in existence, 27.6% are making plans to install one in the near future.

So for those of you who are planning programs, and for those who will find themselves needing to plan one in the future, we are passing on the information received from the members reporting.

By and large, personnel departments request assistance in planning and conducting a supervisory training program from other departments of their institution on a consulting basis, or in several cases the planning and instruction is handled by a management committee composed of top administrative staff, or department heads. Still another report indicates that the personnel department organizes the class, and then it is taught by members of the extension division staff, who regularly conduct courses of this type in business and industry. In only a few instances does the personnel department not have some control of the program. It should be added at this point that we do not fail to recognize the volume of training carried on within the departments of the colleges and universities — training that is of prime importance to all personnel programs.

The types of presentation used vary considerably with the type of program, the objective, and the level of the staff involved. However, the informational type conference and problem solving are reported most frequently, with exchange experience meetings and the formal lecture (although less popular) widely used. It is inter-

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esting to note that accompanying comments definitely emphasize those techniques which utilize maximum group participation.

A considerable portion of supervisory training programs appear to be limited to institutional policy and human relations, with job training a very popular second choice. Several comments strongly suggest that the human relations course runs from the textbook (strictly theory) approach, to the more practical approach based on the specific needs of the institution. In one instance a theoretical approach in human relations is the first of a planned two-semester course in supervisory training, the second semester dealing with institutional policy and practice.

Should supervisory training be conducted during working hours? This can be a very debatable question. The majority of schools conduct their programs on institutional time, although a few do hold luncheon meetings. On one campus a two-hour evening program is provided once a week which is "open to any interested member of the university supervisory and administrative staffs". In the final analysis, it would appear that if attendance is required, training is conducted during working hours, while if attendance is on an invitational or interest basis, it may be held either during or outside working hours. By and large, the frequency of meetings appears to be directly related to the length of each training period. Schedules for schools reporting vary from a weekly meeting of two hours, to an annual meeting of one day each for three separate groups. However, there is only one of the annual sessions reported, while the larger majority are held two hours a week for six to twelve weeks. Schools reporting monthly meetings indicate, with one exception, that these meetings are held at a luncheon.

Many university and industrial film libraries provide excellent films and film strips for supervisory training. However, the most popular training aids are locally-prepared printed materials, with only half as many schools reporting the use of films.

One training officer reported difficulty in obtaining films applicable to the hospital field, but it is indicated that some are in the process of being made for use in training hospital personnel.

Of course, selection of employees for training purposes again must vary with the type of program and its objective.

Reports show that current programs include everyone from vice-presidents participating in better management round tables down to first-line supervisory staff and potential supervisors receiving basic courses and reviews of the principles of supervision. It is indicated, however, that training is moving towards a plan beginning with top management, and moving down through all levels of supervision to the first-line supervisor, in order to more closely integrate the management team. At only one campus, however, is it reported that potential supervisors are being brought into the training picture.

At this point it may be well to cite a report made at the Midwinter CUPA meeting by Mr. Jack Ray, Personnel Director at Indiana University. In an attempt to prompt some thought on potential problems in personnel, a brief re-

view was made of the ratio of nonacademic staff to student enrollment. At Indiana University the 1954-55 ratio of staff to student was 8/100. If this ratio is maintained the general fund staff will increase to 81% above the present staff by 1970. If the ratio of staff to students continues to increase with enrollment at the same rate it did between 1939 and 1955, by 1970 it will be nearly 12/100, or 167% above the present. These, of course, are only projections, but certainly are a basis for thought on future needs in personnel administration, of which training will undoubtedly be an important one.

As a service to the membership of the Association, we are reprinting one reply received by Mr. Wiant. Since it showed an unusual amount of thought and interest in questionnaires of this type, and since the information given is so valuable to all personnel directors, we reprint the questionnaire and reply in full.—Ed.

QUESTIONNAIRE FOR COLLEGES AND UNIVERSITIES ON PRESENT PRACTICES IN SUPERVISORY TRAINING

THE STATE UNIVERSITY OF KLUNKDUNK SPRINGS
School of Mines, Minds, and Odds and Ends
Klunkdunk Springs, U. S. A.

Mr. Wiant: Please refer to your questionnaire. I found the space quite inadequate for my answers. By the way, who are you, anyway?

General Information

1. **Is the institution tax-supported?**
   Is it ever! The taxpayers are screaming their heads off.
2. **Total number of full-time, academic employees**
   Haven't the faintest idea; checked with the comptroller and the president — one guessed 478, the other 1846. Let's see you fit this one into a graph.
3. **Total number of full-time, nonacademic employees**
   This is a confusing question. Under our program, we get so snarled up in people, positions and budgets, the only answer I can give is that we are overstaffed when talking to the unions and understaffed when talking to the legislature. Do you get the picture?
4. **Do you have a centralized personnel program?**
   We have a personnel department that handles the employment transactions for our Personnel Department. If you mean we're loaded, Boy, we're really centralized.
5. **Is the Personnel Officer a full-time position?**
   Twenty-four hours a day, except when commuting to our noncentralized branch offices in California.
6. **Do you have a person responsible for employee relations and training?**
   A person responsible? Oh, come now! In our type of organization, one person couldn't possibly handle the job. (I would appreciate it

if the next time this survey is taken, you would define "employee relations". I see possibilities here. We tried, but she got away!)

7. If yes, is this a full-time position?

Brother! We have a supervisor (academic), 5 assistant supervisors, 2 assistants to, 7 secretaries, 1 clerk .5, 1 pencil sharpener supervisor (red pencils only), and a first-aid man. The space shortage being what it is, we sometimes have collisions and tramplings; you might want to keep this first-aid idea in mind. Our man is a young Ph.D. with a background in Red Cross First-Aid and Veterinary Procedures, and his salary is a mere pittance — only $18,256 per year, and is by far the best pencil sharpener we have on our staff. I have strayed from my point — wish I could remember what it was.

Training

8. Does your institution have a supervisory training program?

Frankly, I'm not sure. We have a staff of 137 in our Supervisory Training Sub-Section A-1, but what they are doing is pretty hush-hush. I suppose they must be working on National Defense, or something, because when I go to their offices to ask them how they are doing, they open the door a crack, smile sweetly, say, "Good Morning, Boss," and lock the door again. Glad you asked the question, though; it reminded me to write to the president again on this problem.

9. If you do not have a training program, are you at present making plans to install one?

Just since answering No. 8, above, the president has agreed to employ Louis J. Kroeger and Associates for an 18-year on-the-premesis revitalization program. The president has agreed to move back to New York and commute while Mr. Kroeger and his staff occupy the president's home.

10. If you have a formal training program, how long has it been in existence?

Details, details! Let's look forward, Son, not backwards!

11. How do you determine your needs for Supervisory Training?

Our formula is:

$$\frac{10{,}647^4}{5^\circ 6^4_6} + \frac{3^4 6^5 9_2}{\$\text{-}1^4_2} + \frac{2\#^{*3}}{P} \quad 4^5$$

Anyway you work it, this should give you $0.178287. Now multiply this by the square root of those employees most deeply rooted — we show this as

$$\frac{0^\circ - 1^\circ}{S\Sigma x}$$

and your answer should be

$$1\frac{94762}{94788}.$$

Do you follow me? If you do, I'll talk to you about it at the Midwest CUPA Conference, because we can't figure it out. We

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have lost every member of our Math. Department — the last one just yesterday, since that department assumed the responsibility for working the formula. Our electronic brain is even a jibbering idiot.

12. **Does the Personnel Department handle the training program?**
I answered this one in Nos. 6, 7, and 8 above. You are repeating yourself, Son!

13. **If the answer to No. 12 is no, what department of the University does handle the training program?**
Let's not be so nosey. You run your outfit, and I'll run mine.

14. **What types of Supervisory Training are presented?**
The only one of this list we use in our organization is d (exchange experience meetings). The other night I took out one of the slick little chicks in my office, and she was the best date I've had in a long time. We went out to dinner, to a play, and then went up to — say, I guess we use f, (role playing) too, come to think of it. Brother, can she play a role, and what an experience!! Down, boy, down!

15. **What subjects are covered in your Supervisory Training?**
See No. 14 above. With those possibilities, who cares anything about this one. On second thought, there might be a possibility in 15 a. if I can get her away from that Ph.D. (Please disregard my answer to the latter part of question No. 7. I just fired him.)

16. **Is Supervisory Training on institution time?**
Again see No. 14 above. Look, Mac, you train when you want, I'll train when I want. Do I make myself clear?

17. **How many meetings a week do you have?**
The Army had the best solution for this question. They always told us, "It depends on the situation and the terrain."

18. **What is the scheduled length of your meetings?**
Each session: Usually 9 innings
Each series: Haven't missed a World's Series in 18 years. Ain't dem Bums somethin'?

19. **What training aids do you use in conducting your training program?**
Our own printed materials: When I train, I don't talk, I demonstrate.
Visual aids: We do not allow glasses; we really screen our employees.
Printed materials from other sources: I refer to Esquire and Playboy occasionally.

20. **How do you select employees for Supervisory Training?**
Same formula as No. 11, except we substitute 1's for 2's, 2's for 3's, etc. This is the formula that did it to the electronic brain. We almost captured it in Denver the other day, but it got away from us.

I've enjoyed our little visit, Son. We can use young, red-blooded men like me in CUPA. Don Dickason writes to me almost every week commending me and my organization. Here's to more and better Supervisory Training Questionnaires. May have a new No. 14 by then, and thank goodness, you didn't ask us to sign these.

NEWS, NOTES, AND QUOTES

New Members

New organizational members of CUPA are: **Monmouth College**, Monmouth Illinois; **Marquette University**, Milwaukee; **University of Mississippi Medical Center**; and **Polytechnic Institute of Puerto Rico**. These memberships bring us also the following persons interested in college and university personnel administration: **Harlan E. Cain**, Business Manager, Monmouth College; **William G. Schendt**, Director of Purchases and Personnel, and **Charles Cobeen**, Business Manager, Marquette University; **James D. Cox, Jr.**, Personnel Director, University of Mississippi Medical Center; and **President Ronald C. Bauer**, Polytechnic Institute of Puerto Rico.

New individual memberships have been extended to: **David D. Feldman**, Administrative Assistant, Baruch School of Business and Public Administration, New York, and **Meredith Trotter**, Personnel Director, Vanderbilt University.

Staff Changes

John M. Outler, III has been employed as Assistant Director of Personnel at Emory University, replacing **Fuller Marshall**, Personnel Assistant.

Paul A Hartley will join the staff of the University of Miami, Coral Gables, Florida, on September 1, as Director of Personnel. He has been Associate Director of Nonacademic Personnel, University of Illinois, with administrative responsibility for the nonacademic personnel program at the Chicago Professional Colleges and the Chicago Undergraduate Division, since 1948.

Lee Votava, Placement Officer, Chicago Professional Colleges, University of Illinois, will join the staff of the Division of Services for Crippled Children, University of Illinois, on June 1. Lee will take over the position of Personnel Officer with the Division, replacing **Miss Mabel F. Meek**, who is retiring.

C. Wallace Lott, has accepted a position as Job Analyst with Clemson College. He was formerly employed as a Placement Officer at the University of Florida.

Represent Cupa

Everett O. Bell, Personnel Officer, Texas Southern University, represented CUPA at the inauguration of President Samuel Milton Nabrit, at Texas Southern University, on March 18, 1956.

John D. Gantz, Director, Clerical-Service Personnel Committee, Purdue University, represented CUPA at the meetings of the Association of College Unions. John reports:

"It was an honor and pleasure to be invited to represent President A. C. Marks of the College and University Personnel Association at the Thirty-third Annual Conference of the Associations of College Unions.

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This meeting was held at the Purdue Memorial Union, Purdue University, Lafayette, Indiana, April 8-11, 1956. There were approximately three hundred registrants from the eleven regions of the Association of College Unions, representing one hundred twenty-five different colleges and universities. In addition to these people, Purdue staff members represented the Business Managers and Purchasing Agents Associations.

"As is evident from the theme of this conference, 'The College Union and Human Values,' the people managing college unions on our campuses are concerned with, and are attacking; personnel problems of interest to personnel officers. It must be remembered, of course that the management and operating staffs of college unions are just a part of this consideration. Students and faculties and staffs, their activities, necessary recreational, cultural and service facilities — these are the major topics for their discussions. However, there were several areas where personnel administration problems were brought to the attention of this conference.

The president of this organization, Frederick Stecker of Ohio State University, in his opening address, called attention to personnel matters in this way: ' . . . what about our union staffs — are they adequate in number, or inadequate? Are they adequately prepared for their responsibilities or not?'

" 'There are obvious reasons for staff shortages:

" '(1) We can't find the trained personnel. Let's not be under the illusion that there's only a shortage of engineers in our countries. There's a shortage of nearly every major occupation, at least in the United States, and that includes those with qualifications we need.

" '(2) We can find them to talk to **once** — but too many times it's only once, because we can't pay them enough to get their help. Remember the biblical admonition, The laborer is worthy of his hire.'

"And again, he said: 'Perhaps if we spell out some of these things (union policies and purposes) we can determine more clearly what staff personnel we need to do the job.'

"Also: 'We have a case. Let's state it. Perhaps we need to set aside the latest things in floor waxes, the costs of china breakage and the back drop for the spring formal dance, until we've done so. If we don't, we'll have a deficit every month — not on our books, but on human beings.'

"There were Workshop and Discussion Sessions with the subjects: 'Labor and Time Saving Arrangements in the Dining Department', 'A Problem Box for Administrators' and 'A Problem Box for Food Service Directors and Managers.' In all these, some of our familiar problems in recruiting and training invariably found their way into the discussions. On-the-job training needs, seasonal layoffs, pay-rate structures and methods of pay — these are areas in which the personnel officer may well be able to assist the union director or the food service manager.

"Your attention is also invited to the following items from the report of the Committee on Professional Relations, the Association of College Unions: (These are their recommendations for methods of getting the Role of the Student Union to other professional organizations.)

" 'Have the editor of our publications send reprints of interesting articles or research projects to editors of other educational publications.

" 'Special arrangements have been made with Mr. Butts (Porter Butts, Director, Wisconsin Union) to make available to a select group of national associations the film, 'Living Room of a University' on a non-rental basis for showing at their annual conference.'

"If CUPA is not already participating with the Union Association in these matters, it may wish to consider these steps in professional relationships with the Association of College Unions."

Arlyn C. Marks and Donald E. Dickason represented CUPA at the Eleventh National Conference on Higher Education in Chicago, March 5-7. Their report follows:

"The entire program dealt with the problem of what to do by way of faculty and staff development in view of the pending increase in students.

"We found the sessions on faculty personnel administration of particular interest and value, although it was evident that in most institutions personnel administration for the faculty is about where it was for the nonacademic staff ten years ago. There is a very evident increase in the recognition of the importance of a good personnel program for members of the faculty in these days of higher operating costs and scarcity of available people, and we judge that this will receive increasing attention in the near future.'

"Arlyn served as recorder for the panel on 'The Faculty as a Source of Strength — College Teachers: Identification, Motivation, Recruitment, and Retention.'

"We attended separate sections of the Faculty-Personnel Administration sessions, and between us got in on all of the public or general sessions. Among the resolutions adopted by the Conference, the key resolution recommended 'that individual institutions evaluate their personnel policies with a view to a more effective and expanded use of available human resources.'

"There were somewhat over 1,000 representatives of colleges and universities at this Conference. To the best of my knowledge CUPA representatives were the only persons present representing their specific organizations, other than organizations dealing primarily with strictly academic matters.

"The Conference was valuable in enlarging our understanding of these academic matters and also in giving us a chance to express some of the things which we have learned in our own field which we felt would be helpful in the academic field, as well."

Donald E. Dickason represented CUPA at the Dedication of the new General Motors Technical Center in Detroit on May 16.

Our Cover Picture

You have already noticed that our cover this month carries a picture taken on the campus of Illinois State Normal University. This selection seemed particularly appropriate since the Chairman of the

Midwest Conference in 1957 is **Preston M. Ensign,** Business Manager at Normal.

Flyer With This Issue

The copy of "What Organized Labor Expects of Management" and "What Management Expects of Organized Labor" comes to you with this issue with the compliments of the National Association of Manufacturers.

Among Ourselves

Mrs. Maida E. Harper, Personnel Manager, South Dakota State College, writes: "Our first Annual Employee Recognition Dinner was held in the College Cafeteria on February 25. All employees, both classified and academic, who had been employed by South Dakota State College 25 years or longer, were honored. It was the first time any effort had been made to have a dinner or a program honoring both classified and faculty employees. The evening was a great success. I was especially thrilled over the ovation the physical plant employees received when presented with their certificates. Dr. John W. Headley, President, was our speaker, while Mrs. Harry T. Dory, President of the Board of Regents of Education, presented the certificates."

Published in the December, 1955 issue of the **Journal** of the Louisiana State Personnel Council, is an article by **Miss Audrey J. Patrick,** entitled, "A Study of Leave Requested by Classified Personnel of Southern University during 1954 and Its Effect upon Operating Efficiency of the Departments". Miss Patrick is Personnel Officer at Southern University.

The Teachers Insurance and Annuity Association (TIAA) has announced that **William C. Greenough** has been made Executive Vice President and has been elected a trustee of TIAA. He holds the same positions in the College Retirement Equities Fund. As many CUPA members know, Mr. Greenough was Personnel Director at Indiana University in 1940. **Thomas C. Edwards, Jr.** has succeeded Mr. Greenough as Vice President in charge of TIAA's Advisory Division.

Jack N. Ray, Staff Personnel Director, Indiana University, is the author of an article on "University 'Open Door' Opened Wider to Employees" in the February, 1956 issue of **Personnel Journal.** In introducing the article, the **Journal** says: "The trouble with an 'open door' in a large organization is that so few of the lower-level employees have the temerity to use it. The author tells how advisory committees of management and employee representatives were formed, giving employees a voice in matters concerning them, and breaking down barriers which had blocked effective two-way communication."

Leota F. Pekrul, Director of Personnel, University of Colorado Medical Center, is serving as President of the Denver Personnel Club during the current year. This is an organization of personnel administrators from industries and from non-profit organizations which have departments and policies directed toward furthering per-

sonnel relations in employment situations. The Club membership is over one hundred.

William Poore, Assistant Director, Employee Personnel Services, sends us a new handbook, "Working for Florida," created by **Robert Mears,** for the University of Florida. "Your B.Y.U. Career," a handbook for nonacademic employees at Brigham Young University, has also been received from **B. Keith Duffin,** Director of Placement. "Working at Earlham College" (Richmond, Indiana) comes to us with the compliments of **Roy Schuckman,** Executive Assistant. A personnel manual, prepared by **Elmer M. Grieder,** Associate Director of Libraries, Stanford, University, has been received. We are sure that requests for copies may be sent to the persons indicated.

Ted Woloson, Personnel Officer, Wayne University, tells us that Wayne will formally be changed from a Municipal institution on July 1, 1956 to a State institution. He also sends us the program for the Second Annual Institute for Office Personnel, sponsored by the Wayne University Chapter of the Detroit Association of Educational Secretaries. This program was conducted on Wayne University's time. The University made the time available to any and all employees who wished to attend the Institute. Approximately 125 non-teaching and administrative staff members attended various parts of the program.

Boynton S. Kaiser, Chief Personnel Officer, University of California offers readers of CUPA JOURNAL copies of a report on "Executive Compensation in the Public Service (California)" as long as they last.

On December 3 and 4, thirty personnel officers, technicians, and employment interviewers of the University of California met at the historic Mission Inn at Riverside. The theme of the conference was "Improving the U.C. Personnel Program" and included discussions on pay, promotion, transfer, classification, recruitment, records, and other college and university personnel programs.

George F. McGregor, Personnel Officer, University California, sends us a copy of an announcement to department chairmen and administrative officers regarding a campus tour series sponsored by the Non-academic Personnel Office and Chapter 41 of the California State Employees Association. The tours are arranged for the purpose of acquainting employees with the University's teaching and research facilities on the campus. Time necessary to permit participation in this program will not be charged against individual employees.

Results of a Janitorial Quesionnaire sent to members of CUPA have been released by **Charles T. Clark,** Director, Classified Personnel, The University of Texas. Replies were received from 129 colleges and universities, and copies of the results have been sent to the contributors. Items in the questionnaire included: average age of janitorial staffs, work shifts, disposal of keys at quitting time, policy on uniforms for janitors, duties performed by janitors other than regular cleaning, assignment of work area and method of determination, use of subordinate janitorial supervisors, work run for subordinate supervisors, time allotted to work run, size of crews supervised by subordinate janitorial supervisors, and system used for obtaining attendance information for payroll.